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BRITISH
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English 12

APRIL 2001

Course Code = EN

Student Instructions

1. Place the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by **END OF EXAMINATION**.
5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.
6. Before you respond to the question on page 13, **circle** the number corresponding to the topic you have chosen:
2a or 2b.

Question 1:

1. .

(12)

Question 2a:

2a. .

(24)

Question 2b:

2b. .

(24)

Question 3:

3. .

(24)

Score only **one** of the two questions given.

ENGLISH 12

APRIL 2001

COURSE CODE = EN

GENERAL INSTRUCTIONS

1. Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
2. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
3. For each of the written-response questions, write your answer in the space provided in this booklet. Adequate writing space has been provided for average-sized writing. Do not attempt to determine the length of your answers by the amount of writing space available.
4. Ensure that you use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in your paper being awarded a zero.
5. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

ENGLISH 12 PROVINCIAL EXAMINATION

	Value	Suggested Time
1. This examination consists of four parts:		
PART A: Editing, Proofreading and Comprehension Skills	13	10
PART B: Interpretation of Literature: Poetry	20	25
PART C: Interpretation of Literature: Prose	33	45
PART D: Original Composition	24	40
	Total:	
	90 marks	120 minutes
2. The Readings Booklet contains the prose and poetry passages you will need to answer certain questions on this examination.		

PART A: EDITING, PROOFREADING AND COMPREHENSION SKILLS

Total Value: 13 marks

Suggested Time: 10 minutes

INSTRUCTIONS: The following passage has been divided into numbered sentences which may contain problems in grammar, usage, word choice, spelling, or punctuation. One or more sentences may be correct. No sentence contains more than one error.

If you find an error, select the underlined part that must be changed in order to make the sentence correct and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that corresponds to your answer. If there is no error, completely fill in circle D (no error).

THE EVOLUTION OF THE MOUNTAIN BIKE

1. In keeping with today's focus on fitness and enjoyment of nature, it's no surprise that
(A) (B)
bikes have become one of the most popular vehicles for outdoor enthusiasts. (D) no error
(C)
2. These elaborate, complex machines, many of whom weigh less than ten kilograms,
(A) (B)
may cost well over \$10,000 for the most sophisticated models. (D) no error
(C)
3. Their beginnings, however, were much more humble, according to Luigi
(A)
Amonti, one of the most respected names on the racing circuit. (D) no error
(B) (C)
4. The mountain bike evolved from what were probably the least efficient bicycles
(A)
ever made. Large, heavy machines with balloon tires, false gas tanks, and only
(B) (C)
one speed. (D) no error
5. Adventurous spirits in California in the mid-1970s hailed these monstrosities to
(A) (B)
the top of a mountain, and rode it downhill at speeds approaching 90 kph. (D) no error
(C)

6. As it became obvious that stopping; or at least slowing down, was desirable,
 (A) (B)
cantilever brakes replaced the old coaster-style braking system. (D) no error
 (C)
7. Subsequent improvements were made: multiple gears to add speed control,
 (A)
 derailleurs to keep the chain on, and alloy rims making wheels considerably lighter. (D) no error
 (B) (C)
8. Amonti said “The first production mountain bike, The Stumpjumper, was developed
 (A) (B)
 in 1981, making the technology affordable, and thus launching mountain biking
as a popular pastime.” (D) no error
 (C)
9. Since then, the use of aluminum and titanium for frames and wheel rims have brought
 (A) (B)
 the weight of bikes down, while increasing the strength of these components. (D) no error
 (C)
10. The development of specially engineered cranks, high-tech shock absorbers,
 (A)
 quick-release wheels and seats, and rapid-fire shifters has improved the performance
 (B)
 of bicycles beyond what could have been imagined by those California thrill-seekers. (D) no error
 (C)

OVER

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INSTRUCTIONS: Based on the information contained in the passage on pages 2 and 3, “The Evolution of the Mountain Bike”, select the **best** answer for questions 11 to 13 and record your choice on the Response Form provided.

11. Sentence 2 states that modern mountain bikes are
- A. light.
 - B. heavy.
 - C. unreliable.
 - D. affordable.
12. Sentence 5 suggests that people used the original bikes for
- A. thrill riding.
 - B. downhill racing.
 - C. mountain climbing.
 - D. cross-country trekking.
13. Sentence 10 states that recent changes in mountain bikes have made them better in their
- A. price.
 - B. reliability.
 - C. appearance.
 - D. performance.

PART B: POETRY

Total Value: 20 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the poem “To the Foot from Its Child” on pages 2 and 3 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

14. Lines 1 and 2, “...it’s a foot, / and would like to be a butterfly or an apple” contain an example of
- A. simile.
 - B. allusion.
 - C. apostrophe.
 - D. personification.
15. Lines 3 to 5, “But in time, stones and bits of glass, / streets, ladders, / and the paths in the rough earth” suggest the foot experiences
- A. war.
 - B. reality.
 - C. dreams.
 - D. wisdom.
16. Lines 8 and 9, “Then, the child’s foot / is defeated, falls” contain the sound device
- A. rhyme.
 - B. assonance.
 - C. consonance.
 - D. onomatopoeia.
17. By the end of stanza 2, the foot
- A. is still hopeful.
 - B. has realized its fate.
 - C. is condemned to jail.
 - D. has become a soldier.
18. In line 30, the phrase, “without respite” means
- A. painfully.
 - B. unceasingly.
 - C. respectfully.
 - D. courageously.

19. Lines 32 to 34, “the one foot, the other, / now the man’s, / now the woman’s” make use of
- A. couplets.
 - B. contradiction.
 - C. internal rhyme.
 - D. parallel structure.
20. In the last stanza, the foot
- A. learned to fly.
 - B. was uncovered.
 - C. became an apple.
 - D. ceased to be a foot.
21. The speaker of the poem is the
- A. foot.
 - B. shoe.
 - C. nails.
 - D. narrator.

To the Foot from its Child
(pages 2 and 3 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form and in approximately **125 to 150 words**, answer question 1 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

1. In paragraph form and with reference to the poem, discuss how the journey of the child’s foot in the poem is similar to the journey of life. **(12 marks)**

Organization and Planning

1st		TOTAL
2nd		

PART C: PROSE

Total Value: 33 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Read the story entitled “A Wedding-Dress” on pages 4 to 6 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

22. Miss Schwartz quits her job at the millinery store in order to
- A. get married.
 - B. go travelling.
 - C. go shopping for clothes.
 - D. leave the boarding-house.
23. As used in paragraph 4, the word “serviceable” indicates that the dress must be
- A. plain.
 - B. special.
 - C. practical.
 - D. hard-wearing.
24. In paragraph 9, Miss Schwartz is disappointed in the first dress because it is
- A. too ordinary.
 - B. too expensive.
 - C. the wrong shade.
 - D. the wrong fabric.
25. Miss Schwartz likes the second dress because
- A. it is a French dress.
 - B. it is the right length.
 - C. it is Sam’s favourite colour.
 - D. it feels pleasant in her fingers.
26. In paragraphs 15 to 19, the attitude of the store detective is
- A. angry.
 - B. excited.
 - C. confident.
 - D. sympathetic.

27. Miss Schwartz is placed in the cell because she
- A. is an “old maid”.
 - B. is being charged.
 - C. has nowhere to go.
 - D. is waiting for Sam.
28. In paragraph 28, the appearance of the dress on Miss Schwartz is an example of
- A. irony.
 - B. suspense.
 - C. flashback.
 - D. foreshadowing.
29. In the courtroom, Miss Schwartz is
- A. ignored by Sam.
 - B. angered by Sam.
 - C. pitied by the magistrate.
 - D. ridiculed by the magistrate.
30. At the end of the story,
- A. Sam refused to marry Miss Schwartz.
 - B. Sam still wanted to marry Miss Schwartz.
 - C. Sam postponed his marriage to Miss Schwartz.
 - D. the magistrate ordered Sam to marry Miss Schwartz.

Organization and Planning

A Wedding-Dress
(pages 4 to 6 in the **Readings Booklet**)

INSTRUCTIONS: Choose **one** of the following two topics and write a multi-paragraph essay of approximately **300 words**. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

2a. In multi-paragraph essay form and with reference to the story, discuss the character of Miss Schwartz.

OR

2b. In multi-paragraph essay form and with reference to the story, discuss the element of conflict in the story.

Before you begin, go to the **front cover** of this booklet and **circle** the number corresponding to your chosen topic – **Instruction 6**.

(24 marks)

I have selected topic _____.

FINISHED WORK

OVER

Organization and Planning

PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 40 minutes

INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately **300 words** on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

3. Write a multi-paragraph composition on the **topic** below. In addressing the **topic**, you may draw support from the pictures below, the experiences of others, or from any aspect of your life: your reading, your own experiences, and so on.

Topic:

It is important to have a realistic view of life.



OVER

FINISHED WORK

END OF EXAMINATION

1st		SUBTOTAL
2nd		

ENGLISH 12
READINGS BOOKLET
APRIL 2001

PART B: POETRY

INSTRUCTIONS: Read the following passage and answer the questions on pages 6 to 9 of the written-response booklet.

To the Foot from Its Child

by Pablo Neruda

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PART C: PROSE

INSTRUCTIONS: Read the following selection and answer the questions on pages 10 to 15 of the written-response booklet.

adapted from **A Wedding-Dress**

by Morley Callaghan

- 1 For fifteen years Miss Lena Schwartz had waited for Sam Hilton to get a good job so they could get married. She lived in a quiet boarding-house on Wellesley Street...Miss Schwartz was thirty-two, her hair was straight, her nose turned up a little, and she was thin.
- 2 Sam got a good job in Windsor and she was going there to marry him. She was glad to think that Sam still wanted to marry her, because he was a Catholic and went to church every Sunday. Sam liked her so much he wrote a cramped homely letter four times a week....
- 3 Miss Schwartz quit work in the millinery shop one afternoon in the middle of February. She was to travel by night, arrive in Windsor early next morning, and marry Sam as soon as possible.
- 4 That afternoon the downtown streets were slushy and the snow was thick alongside the curb. Miss Schwartz ate a little lunch at a soda fountain, not much because she was excited. She had to do some shopping, buy...a new dress. The dress was important. She wanted it charming enough to be married in and serviceable for wear on Sundays....
- 5 Miss Schwartz crossed the road to one of the department stores and was glad she had on her heavy coat with the wide sleeves that made a warm muff. The snow was melting and the sidewalk steaming near the main entrance....
- 6 She intended to pay about twenty-five dollars for a dress. To the left of the escalators the dresses were displayed on circular racks in orderly rows. She walked on the carpeted floor to one of the racks and a salesgirl lagged on her heels....
- 7 "I want a nice dress, blue or brown," she said, "about twenty-five dollars."
- 8 The salesgirl mechanically lifted a brown dress from the rack. "This is the right shade for you," she said. "Will you try it on?"
- 9 Miss Schwartz was disappointed. She had no idea such a plain dress would cost twenty-five dollars.... She had never paid so much for a dress, but Sam liked something fancy. "I don't think I like these," she said. "I wanted something special."
- 10 The salesgirl said sarcastically, "Maybe you were thinking of a French dress. Some on the rack in the French room are marked down."
- 11 Miss Schwartz moved away automatically. The salesgirl did not bother following her...Miss Schwartz stood on a blue pattern on the grey carpet and guardedly fingered a dress on the rack, a black canton crêpe dress with a high collar that folded back, forming petals of burnt orange. From the hem to the collar was a row of buttons, the sleeves were long with a narrow orange trimming at the cuff, and there was a wide corded silk girdle. It was marked seventy-five dollars. She liked the feeling it left in the tips of her fingers. She stood alone at the rack, toying with the material...Her

heart began to beat heavily. She wanted to walk out of the room and over to the escalator but could not think clearly. Her fingers were carelessly drawing the dress into her wide coat sleeve, the dress disappearing steadily and finally slipping easily from the hanger, drawn into her wide sleeve.

- 12 ...On the street-car she started to cry because Sam seemed to have become something remote, drifting away from her. She would have gone back with the dress but did not know how to go about it.
- 13 When she got to the boarding-house she went straight upstairs and put on the dress as fast as she could, to feel that it belonged to her. The black dress with the burnt orange petals on the high collar was short and loose on her thin figure.
- 14 And then the landlady knocked at the door and said that a tall man downstairs wanted to see her about something important. Mrs. McNab waited for Miss Schwartz to come out of her room.
- 15 Miss Schwartz sat on the bed. She felt that if she did not move at once she would not be able to walk downstairs. She walked downstairs in the French dress, Mrs. McNab watching her closely. Miss Schwartz saw a man with a wide heavy face and his coat collar buttoned high on his neck complacently watching her. She felt that she might just as well be walking downstairs in her underclothes; the dress was like something wicked clinging to her legs and her body. "How do you do," she said.
- 16 "Put on your hat and coat," he said steadily....
- 17 On the street he took her arm and said, "You got the dress on and it won't do any good to talk about it. We'll go over to the station."
- 18 "But I have to go to Windsor," she said, "I really have to. It will be all right. You see, I am to be married tomorrow. It's important to Sam."
- 19 He would not take her seriously....
- 20 At the station the sergeant said to the detective, "She might be a bad egg. She's an old maid and they get very foxy."
- 21 She tried to explain it clearly and was almost garrulous. The sergeant shrugged his shoulders and said the cells would not hurt her for a night. She started to cry. A policeman led her to a small cell with a plain bed.
- 22 Miss Schwartz could not think about being in the cell. Her head, heavy at first, got light and she could not consider the matter. The detective who had arrested her gruffly offered to send a wire to Sam....
- 23 At half past nine in the morning they took her from the cell to the police car along with a small wiry man who had been quite drunk the night before...She sat stiffly, primly, in a corner of the car and could not cry. Snow was falling heavily when the car turned into the city hall courtyard.
- 24 Miss Schwartz appeared in the Women's Court.... Her legs seemed to stiffen and fall away when she saw Sam's closely cropped head and his big lazy body at a long table before the magistrate. A young man was talking rapidly and confidently to him. The magistrate and the Crown attorney were trying to make a joke at each other's expense....

OVER

- 25 Sam moved over to Miss Schwartz. He found it hard not to cry. She knew that a Salvation Army man was talking to a slightly hard-looking woman about her, and she felt strong and resentful. Sam held her hand but said nothing....
- 26 “Lena Schwartz,” said the clerk. The policeman at the door shouted the name along the hall. The young lawyer who had been talking to Sam told her to stand up while the clerk read the charge. She was scared and her knees were stiff.
- 27 “Where is the dress?” asked the magistrate.
- 28 A store detective with a heavy moustache explained that she had it on and told how she had been followed and later on arrested. Everybody looked at her, the dress too short and hanging loosely on her thin body, the burnt orange petals creased and twisted....
- 29 “She was to be married today,” began the young lawyer affably. “She was to be married in this dress,” he said, and good-humouredly explained that yesterday when she stole it she had become temporarily a kleptomaniac. Mr. Hilton had come up from Windsor and was willing to pay for the dress....
- 30 He told Sam to stand up. Sam haltingly explained that she was a good woman, a very good woman. The Crown attorney seemed to find Miss Schwartz amusing.
- 31 The magistrate scratched away with his pen and then said he would remand Miss Schwartz for sentence if Sam still wanted to marry her and would pay for the dress. Sam could hardly say anything. “She will leave the city with you,” said the magistrate, “and keep out of the department stores for a year.”...
- 32 Miss Schwartz, looking a little older than Sam, stood up in her dress...and straightened the corded silk girdle. It was to be her wedding-dress, all right. Sam gravely took her arm and they went out to be quietly married.

ACKNOWLEDGEMENTS

Callaghan, Morley. "A Wedding-Dress." In *The Best Modern Canadian Short Stories*. Edited by Ivon Owen and Morris Wolfe. Edmonton, Alberta: Hurtig Publishers, 1978.

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Neruda, Pablo. "To the Foot from Its Child". In *The Forms of Poetry: A Practical Guide*. Edited by Peter Abbs and John Richardson. Cambridge: Cambridge University Press, 1990.